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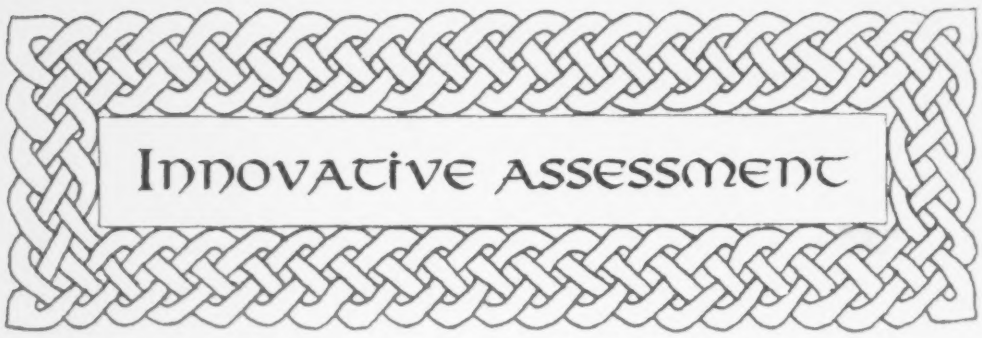
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ABSTRACT

This annotated bibliography aims to present the latest resources, published and electronic, in the field of second language learning and teaching related to English Language Learners (ELLs). Various databases, assessments, books, handouts, journal articles, papers, reports, and Web sites are included. When possible, the annotations are made directly from the reference being presented. Assessment Resource Library shelf numbers are included at the end of each entry. (Contains 109 references.) (KFT)

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BIBLIOGRAPHY ON ASSESSMENT:

ENGLISH LANGUAGE LEARNERS

November 2000 Edition

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Innovative Assessment

Bibliography on Assessment: English Language Learners

November 2000 Edition

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BIBLIOGRAPHY ON ASSESSMENT: English Language Learners

November 2000

Assessment for English language learners (ELLs) is adapting itself to meet the reform initiatives being pursued in our public schools. Noteworthy is the transition from discrete point, standardized, normed assessment to classroom performance-based assessment. This bibliography reflects this adaptation.

Various databases, assessments, books, handouts, journal articles, papers, reports, and Web sites are presented in this annotated bibliography which reflect timely assessment topics and their application for ELLs. When possible, the annotations made are directly from the reference being presented.

Documents listed in this bibliography may be borrowed from the Assessment Resource Library at the Northwest Regional Education Laboratory or may be obtained from the sources cited. Where bibliographic materials are accessible on the Internet, Web site addresses have been included.

Documents may be borrowed on a three-week loan; users are charged a handling fee. When requesting items to borrow, please refer to the Assessment Resource Library shelf number listed at the end of each article. For example, the shelf number for *Academic Achievement for Secondary Language Minority Students: Standards, Measures and Promising Practices* by Kris Anstrom is **AL 350.6ACAACS**.

For more information, contact the Assessment Resource Library Clerk at (503) 275-9582 or e-mail arl@nwrel.org.

A publication listed in this bibliography does not imply endorsement; rather, references are provided that might be of interest to users.

Anstrom, Kris. ***Academic Achievement for Secondary Language Minority Students: Standards, Measures and Promising Practices*****, 1997. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (202) 467-4283; e-mail: askncbe@ncbe.gwu.edu**

Internet Web site: www.ncbe.gwu.edu/ncbepubs/reports/acadach.htm

This document summarizes, analyzes, and integrates findings from relevant research pertaining to the education of language minority students in the content areas. Three specific questions are addressed. What does the relevant literature pertaining to content area instruction of linguistically and culturally diverse learners (LCDLs) contribute to (1) the theory and practice of standards for LCDLs? (2) the theory and practice of measures of achievement, proficiency, and/or academic literacy for LCDLs? and (3) the field of promising practices in content area instruction for LCDLs?

(AL 350.6ACAACS)

Arias, M. Beatriz and Ursula Casanova, (Eds.) ***Bilingual Education: Politics, Practice, and Research,*** **1993. Located in: Ninety-Second Yearbook of the National Society for the Study of Education (Volume 2). Available from: National Society for the Study of Education, 5835 Kimbark Avenue, Chicago, Illinois 60637. University of Chicago Press. (Currently out of print.)**

Bilingual education programs are becoming more and more widespread. This book provides a great resource for an overview of bilingual education in the United States. Both history and current methodologies and programs are covered. The various articles touch on past political, legislative, and judicial action as well as reviews of recent research. The article on assessment of bilingual students by Mercado and Romero discusses some of the pros and cons of different testing situations for English language learners. They conclude that equity and excellence in education are both necessary components to testing and neither should be sacrificed.

(NOT AVAILABLE FROM NWREL. CHECK YOUR LOCAL LIBRARIES.)

Arlington County Public Schools. ***Investigating Alternative Assessment in Two-Way Bilingual Immersion Programs. Final Report,*** **1997. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED406845)**

Internet Web site: www.cal.org/cal/html/aaa.htm

This article describes Arlington County (Virginia) public schools' Spanish/English two-way bilingual partial immersion program. A team of teachers from each participating school worked with researchers to develop, pilot, field-test, and evaluate alternative assessment methods, including oral and written language rubrics in both Spanish and

English. The writing rubric included rating students on a five-point scale, for composition, style, sentence formation, usage, and mechanics. The speaking rubric rated students, also on a five-point scale, on comprehension, fluency, vocabulary, and grammar. In addition, the research team, which included elementary and middle school teachers, a special education teacher, district administrators, and researchers, explored ways in which using alternative assessment methods might inform or otherwise influence instructional practices. The report describes the context of the school system and bilingual education program, chronicles the project, and summarizes results as they relate to specified project goals. Early termination of the project limited research on the rubrics' validity. Unanticipated results and their implications for classroom instruction are also noted. Appendices, comprising approximately 75 percent of the report, include English and Spanish versions of the rubrics (grades 1–5) and supporting classroom materials and forms.

(AL 354.6INVALA)

Ascher, Carol. *Assessing Bilingual Students for Placement and Instruction*. Located in: ERIC Clearinghouse on Urban Education Digest 65, 1990. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED322273)

Internet Web site: eric-web.tc.columbia.edu/digests/dig65.html

This paper discusses issues when assessing bilingual students for placement and instruction: the bilingual mind; assessing bilingual students; achievement, English language proficiency, and communicative competence; commonly used options for administering standardized tests to limited English speakers; new approaches to testing bilingual students; and policy implications.

(AL 351.6ASSBIS)

August, Diane, Kenji Hakuto, Fernando Olguin, and others. *LEP Students and Title I: A Guidebook for Educators*. Located in: National Clearinghouse for Bilingual Education, Resource Collection Series, November 1995. Available from: NCBE, 2011 I Street, NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu (ERIC No. ED392283)

Internet Web site: www.ncbe.gwu.edu/ncbepubs/resource/lepguide/

The purpose of this document is to provide guidance on issues that arise in serving limited English proficient (LEP) students through Title I of the Improving America's Schools Act. The format of this document follows the issues in the order they appear in

the law. Each section begins with a summary of the law, followed by an analysis of its implications for LEP students. The section discussing assessment follows a question-answer format.

(AL 350.6LEPSTT)

Berman, Paul, Catherine Minicucci, Barry McLaughlin, and others. *School Reform and Student Diversity Volume II: Case Studies of Exemplary Practices for LEP Students*, August 1995. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu (ERIC No. ED397548)

Internet Web site: www.ncbe.gwu.edu/miscpubs/schoolreform/

This document is the result of a federally funded study of exemplary school reform efforts for LEP students in grades 4–6 (language arts) and grades 6–8 (math). The study examines how school reform affected these content areas as well as the entire curriculum and program of instruction for LEP students. The importance of assessment and data collection is a constant theme throughout the document. *Volume I, School Reform and Student Diversity: Findings and Conclusions*, discusses specific findings that arise from looking across the eight study sites. *Volume II, School Reform and Student Diversity: Case Studies*, provides indepth information on the eight sites chosen as exemplary.

(AL 350.6SCHRES)

Bernhardt, Elizabeth, Thomas Destino, Michael Kamil, and others. *Assessing Science Knowledge in an English/Spanish Bilingual Elementary School.* Located in: Cognosos 4, Winter 1995, pp.4–8. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED380303)

Anecdotal evidence from teachers who teach in bilingual or second language settings indicates there is a potential for loss of subject matter. This loss is particularly troubling within the context of science learning. This article reviews several projects aimed at developing an understanding of the implications of bilingual instruction in student outcomes and for student learning and success. Twenty students were asked to read four different texts in Spanish: one narrative and three expository texts, which covered science concepts. Children were asked to read and recall the texts in the language in which they felt most comfortable. They were then interviewed in groups about reading in science. In addition, the children's English language California Achievement Test (CAT) scores in reading, vocabulary, and mathematics were collated. The authors concluded the children in the study are potentially proficient users and doers of science, that this using and doing is visible through L1 literacy-related activities and materials, and is potentially masked by performance assessment in L2.

(AL 356.6ASSSCK)

Beykont, Zeynep F. (Ed.) ***Lifting Every Voice: Pedagogy and Politics of Bilingualism,*** **2000. Available from: Harvard Education Publishing Group, 349 Gutman Library, 6 Apian Way, Cambridge, Massachusetts 02138. Phone (800) 513-0763; fax (617) 496-3584.**

Internet Web site: gseweb.harvard.edu/~hepg/

A collection of essays, *Lifting Every Voice* strives to address how bilingual programs can best meet the needs of the diverse group of English language learners in the United States. The first section, written by community organizers and teachers, discusses how bilingual education can be a positive force for students, linguistically, culturally, and academically. The second section, written by teachers and researchers, focuses on the most successful methodologies and instructional practices in bilingual classrooms. Finally, the third section, written by a variety of individuals, discusses future directions for bilingual education.

(AL 352.6LIFEVV)

Bialystok, Ellen. ***Language Processing in Bilingual Children,*** **1991. Available from: Cambridge University Press, 110 Midland Avenue, Port Chester, New York 10573-4930. Phone (914) 937-9600 or (800) 872-7423; fax (914) 937-4712.**

Internet Web site: www.cup.org

Bialystock argues that bilingual students are better able to make the connection between gesture and speech than are monolingual students. This translates into better cognitive skills. They have a deeper understanding of language because they work in two systems. Being able to think, speak, and listen in both is a skill. Therefore, she believes more study and attention should be given to students who are able to code-switch, or move easily between languages.

(AL 350.6LANPRI)

Bordeaux, Roger. ***Assessment for American Indian and Alaska Native Learners,*** **1995. Located in: ERIC Clearinghouse on Rural Education and Small Schools Digest. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED385424)**

Internet Web site: www.ael.org/eric/digests/edorc956.htm

This article examines the use of standardized, nationally-normed testing in assessing the progress of American Indian and Alaska Native (AI/AN) students. It describes studies that have shown the inadequacies of these assessment methods as well as theories that attempt to explain the poor test results of the AI/AN population. The author then

describes alternatives to standardized testing, particularly performance-based assessment recommended by Native and non-Native educators and researchers.

(AL 351.6ASSAMI)

Butler, Francis A. and Robin Stevens. *Accommodation Strategies for English Language Learners on Large-Scale Assessments: Student Characteristics and Other Considerations*, 1997. Located in: CSE Technical Report 448. Available from: National Center for Research on Evaluation, Standards, and Student Testing, UCLA, 301 GSE&IS, Box 951522, Los Angeles, California 90095-1522. Phone (310) 206-1532; e-mail: kim@cse.ucla.edu

Internet Web site: www.cresst96.cse.ucla.edu/Reports.htm

This paper provides initial guidance on the use of accommodations with non-native speakers of English on large-scale assessments. The most interesting parts of this paper are (1) an overview of accommodations and issues around establishing eligibility for accommodations with emphasis on characterizing the populations to be served; (2) a discussion of how procedures for eligibility could be systematized; (3) major challenges to effectively operationalizing accommodations with large-scale assessments; and (4) future directions.

(AL 350.6ACCSTE)

California Department of Education. *Designing a Standards-Based Accountability System for Language-Minority Populations Planning Guide 1997–98 Version*, 1997. Available from: California Department of Education, Publications Division, Sales Unit, P.O. Box 271, Sacramento, California 95812. Phone (800) 995-4099; e-mail: cgillgra@cde.ca.gov

Internet Web site: www.cde.ca.gov/iasa/standards/lep.html

This document contains nonbinding guidance on selected issues associated with the inclusion of limited-English proficient (LEP) students in a district's accountability system. The Standards-Based Accountability System gives guidance on appropriate assessment approaches to be used with LEP students (Appendix A) and on determining the appropriate language(s) of assessment of individual LEP students (Appendix B). The guide also includes examples of how to collect data (Appendix C) and develop supportive reports on LEP student performance (Appendix D).

(AL 351.6DESSTB)

Carl, Kristin and Maggie Rosen. *Using Alternative Assessment with English Language Learners: References and Resources*, 1994.

Internet Web site: www.ncbe.gwu.edu/miscpubs/lists/altern.htm

This document (compiled in 1994 by the Evaluation Assistance Center, East, formerly part of the National Clearinghouse for Bilingual Education at the George Washington University) is a bibliography of articles, books, and other references that specifically discuss the assessment of English language learners using alternative methods. References are organized into five sections: Issues/Policy, Techniques, Portfolio Assessment, Additional Nonprint Resources, and General Sources on Alternative Assessment.

(AL 350.1USIALA)

Cloud, Nancy, Fred Genesee, and Else Hamayan. *Dual Language Instruction: A Handbook for Enriched Education*, 2000. Available from: Heinle & Heinle Publishers, 20 Park Plaza, Boston, Massachussetts. Phone (800) 237-0053; fax (617) 426-4379.

Internet Web site: www.heinle.com

Cloud, Genesee, and Hamayan include a short summary of research and the background on the benefits of dual-language instruction programs in their book, but their focus is mostly on the classroom and on practical applications and information for educators. In different chapters, there are inserts of voices from the field, frequently asked questions, lists of resources, and sample lessons and assessments. Both oral-language development and literacy-based activities are emphasized.

(AL 351.3DUALAI)

Cohen, Andrew D. *Assessing Language Ability in the Classroom, 2nd Ed.*, 1994. Available from: Heinle & Heinle Publishers, Wadsworth Book Distribution Center, 7625 Empire Drive, Florence, Kentucky 41042.

As its title suggests, the extensively revised second edition of Andrew Cohen's *Assessing Language Ability in the Classroom*, is concerned with assessment as it impacts the experience of teachers and learners in the communicative classroom. The volume, directed to a broad audience of language educators and teachers in training, provides clear guidelines to assist practitioners to evaluate and develop assessment instruments. In addition, Cohen offers numerous examples to illustrate the ongoing daily assessment that forms part of a well-conceived language class.

(AL 354.6ASSLAA)

Collier, Virginia P. *How Long? A Synthesis of Research on Academic Achievement in a Second Language*. Located in: TESOL Quarterly 23(3), September 1989, pp. 509–531. Available from: TESOL Central Office, Suite 300, 1600 Cameron Street, Alexandria, Virginia 22314. Phone (703) 836-0774. (ERIC No. EJ396653)

As a result of reviewing the research, Collier has developed a list of optimal conditions for second language acquisition. The goal is to offer schools some guidelines for them to follow as they develop their bilingual and English as a second language programs. Factors such as age and cognitive development of the students in the first language are considered.

(AL 351.6HOWLON)

Collier, Virginia P. *A Synthesis of Studies Examining Long-Term Language Minority Student Data on Academic Achievement*. Located in: Bilingual Research Journal, 16 (1 and 2), Winter/Spring 1992, pp.187–212. (ERIC No. EJ460177)

In this article, Collier again synthesizes research on second language acquisition. She examines the results of several studies and concludes students perform better academically in English when they receive native language support. Compared to those English language learners who are exposed only to English in school, students in bilingual programs with both native language and second language instruction experience higher academic achievement.

(AL 351.6SYNSTE)

Cuevas, Jorge A. *Educating Limited-English Proficient Students: A Review of the Research on School Programs and Classroom Practices*, 1996. Available from: WestEd, 730 Harrison Street, San Francisco, California 94107. Phone (415) 615-3144; fax (415) 512-2024; e-mail: tross@wested.org

Internet Web site: www.fwl.org

Cuevas examines the theories surrounding how to meet the needs of English language learners in our schools. He discusses how English is acquired, the most effective ways of assessing both linguistic and academic abilities, and different instructional practices for English language learners. He cites research and lists pros and cons for different types of classroom instruction. He divides this into instruction of all subjects and strategies for teaching English specifically. Finally, he includes demographic information and a brief history of bilingual education.

(AL 350.5EDULIE)

Cummins, James. *Linguistic Interdependence and the Educational Development of Bilingual Children*. Located in: Bilingual Education Paper Series, Vol. 3, No. 2, September 1979. Available from: Review of Educational Research, 1230 17th Street NW, Washington, D.C. 20036-3078. (ERIC No. ED257312)

Cummins is a renowned expert on language acquisition and bilingual education. In this early article, he reviews the work of other researchers and lays out his own theories. He discusses two important hypotheses. First, under the development interdependence hypothesis, students must achieve a certain level of competency in their first language in order to become proficient in a second language. Second, under the threshold hypothesis, there are certain levels of language acquisition a student must achieve in order to enjoy the cognitive benefits of bilingualism. Cummins believes the languages of a bilingual person interact rather than act in isolation, and those interactions impact a student's linguistic and cognitive abilities.

(AL 351.6LINE)

Cummins, James. *Bilingual Education and English Immersion: The Ramirez Report in Theoretical Perspective*. Located in: Bilingual Research Journal, 16(1), 1992, pp. 91–104; and located in: Northwest Regional Educational Laboratory. Bilingual/ESL Program Planning: Trainer's Materials, 1999. Available from: Northwest Regional Educational Laboratory, 101 SW Main Street, Portland, Oregon 97204. Phone (800) 547-6339 or (503) 275-9480; fax (503) 275-9625; e-mail: NWRAC@nwrel.org

Cummins discusses his theory of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALPS). He argues that it takes 1 to 2 years to learn basic communication skills in another language but 5 to 7 years to learn the language skills necessary to learn academics in another language. Based on this research, he explains why late-exit or maintenance programs are better for bilingual students than shorter programs.

(AL 351.6BILEDE)

Del Vecchio, Ann and Michael Guerrero. *Handbook of English Language Proficiency Tests*, 1995.

Internet Web site: www.ncbe.gwu.edu/miscpubs/eacwest/elptests.htm

This publication (produced by the Evaluation Assistance CenterWest, formerly at New Mexico Highland University) provides information about commercially available, standardized English language proficiency tests. The majority of the handbook describes five standardized English language proficiency tests: the Basic Inventory of Natural Language (BINL); Bilingual Syntax Measure I and II (BSM I & II); Idea Proficiency

Tests (IPT); Language Assessment Scales (LAS); and the Woodcock Muñoz Language Survey. The handbook also includes a section discussing test adoption.

(AL 354.6HANENL)

Del Vecchio, Ann, Michael Guerrero, Cyndee Gustke, and others. *Whole-School Bilingual Education Programs: Approaches for Sound Assessment.* Located in: NCBE Program Information Guide Series 18, Summer 1994. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu (ERIC No. ED376719)

Internet Web site: www.ncbe.gwu.edu/ncbepubs/pigs/pig18.htm

This document presents a list of indicators of effective schoolwide bilingual education programs. The features are presented in three groups: indicators relating to school context (ethos, management, and resources that affect the attitudes of school staff, students, and parents in language minority communities), school implementation indicators (curriculum and instruction, staff development, administrator responsibilities, and parent role), and student outcome indicators (skills and strategies required of limited English proficient students to succeed in whole-school bilingual education programs and attain the performance standards outlined in *Goals 2000*). Each indicator is described as it relates to diverse language populations, and ways to measure the feature for purposes of program improvement are discussed. Sample assessment forms, in the form of checklists and rating scales, are included for each feature or feature group. In addition, the characteristics of a comprehensive assessment plan are outlined, and major administrative issues in program evaluation (time, funding, support, sources of expertise, consistency across the institution, choice of evaluators, and comprehensiveness of assessment) are discussed briefly.

(AL 351.6WHOSCB)

Deyhle, Donna and Karen Swisher. *Research in American Indian and Alaska Native Education: From Assimilation to Self-Determination.* Located in: Michael Apple (Ed.), Review of Research in Education Vol. 22, 1997, pp. 113–194. Available from: American Educational Research Association, 1230 Seventeenth Street NW, Washington, D.C. 20036-3078.

Native Americans have not been treated well historically by our educational system. In this article, Deyhle and Swisher give an excellent overview of past and more recent policies. In particular, the past educational goals of assimilation and the theories that focused on an Indian intellectual and academic deficit are examined in detail. There is some focus on cultural differences in approaches to learning; for example, many Native

American cultures emphasize the group over the individual. These differences in treatment and in approach to learning can have profound effects on assessment.

(AL 351.5RESAMI)

Dodd, John M., J. Ron Nelson, and William Spint. *Prereferral Activities: One Way to Avoid Biased Testing Procedures and Possible Inappropriate Special Education Placement for American Indian Students*. Located in: The Journal of Educational Issue of Language Minority Students 15, Winter 1995.

Internet Web site: www.ncbe.gwu.edu/miscpubs/jeilms/vol15/preferra.htm

Prereferral intervention is a systematic and collaborative effort to assist classroom teachers prior to the initiation of formal referral, assessment, and placement procedures, that are mandated by law (Wood, Lazzari, Davis, Sugai, and Carter, 1990). In prereferral intervention, teacher assistance teams are established to make suggestions about educational procedures and practices that can be implemented by teachers within regular classrooms. If the teacher uses the suggested procedures and they are successful, the child does not need to be referred for special education or subjected to formal diagnostic testing. This article describes the use of prereferral intervention with American Indian populations.

(AL 353.4PREACO)

Durán, Richard P. and Margaret H. Szymanski. *Assessment of Transfer in a Bilingual Cooperative Learning Curriculum*, CSE Technical Report No. 450, 1997. Available from: National Center for Research on Evaluation, Standards, and Student Testing, University of California, 405 Hilgard Avenue, 145 Moore Hall, Los Angeles, California 90024-6511. Phone (310) 206-1532; fax (310) 825-3883.

Internet Web site: www.cse.ucla.edu/CRESST/Reports/TECH450.pdf

Durán and Szymanski focus on how bilingual students develop a cognitive-linguistic framework that serves them in both languages. They discuss the results of a research project that analyzed the actions teachers undertook to encourage students to answer comprehension questions and how student responses changed over time. Their approach is Vygotskian, with a concentration on the social connection to literacy.

(AL 351.6ASSTRB)

Evaluation Assistance Center-Western Region (EAC West), (formerly at New Mexico Highlands University). ***Sample Instruments for the Identification of Limited English Proficient Students*****, 1996.**

Internet Web site: www.ncbe.gwu.edu/miscpubs/eacwest/handouts/id-lep/instmnt.htm

This document provides an instrument to identify limited English children upon their enrollment in school. The Home Language Survey includes questions for home and student language surveys and teacher observations.

(AL 350.6SAMINI)

Educational Resource Information Center. ***The ERIC Review: Performance Assessment*** **3, Winter 1994. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED 369 389)**

Internet Web site: gopher://aspensys3.aspensys.com:70/00/education/eric/publications/review/issues/all.asc

This issue of *The ERIC Review* explores how teachers, administrators, and parents can determine what students know and what they can do through alternative assessment. The authors provide an overview of the subject as well as descriptions of numerous resources and related projects. The authors have tried to *pull it all together* from a practical point of view. The authors' goal is for readers to appreciate the arguments for and against performance assessment. After reading this issue, educators should (1) have enough information to consider implementing performance assessment and its associated activities and (2) know where to go for further assistance. The materials in this journal are public domain and may be reproduced and disseminated freely.

(AL 150.6ERIREP)

Faltis, Christian. ***Spanish for Native Speakers: Freirian and Vygotskian Perspectives.*** **Located in: Foreign Language Annals *23*(2), pp. 117–126, 1990. Available from: American Council on Teaching.**

Faltis argues that native speakers should learn Spanish through a program based heavily on social interaction and specific measures to improve literacy skills. These students need practice talking, reading, and writing in standard Spanish.

(AL 351.5SPANAS)

Farr, Beverly and Elise Trumbull. *Assessment Alternatives for Diverse Classrooms*, 1997. Available from: Christopher Gordon Publishing, 480 Washington Street, Norwood, Massachusetts 02062. Phone (617) 762-5577.

This book examines: salient historical practices and policies related to testing in the United States; implications for instruction of a constructivist view of learners; a framework for understanding the concept of language proficiency and how it is assessed; district and school processes for developing comprehensive assessment systems; discussion of an assessment tool for diverse student populations; and a compendium of narratives written by teachers, administrators, researchers, and others engaged in developing and carrying out new assessment procedures.

(AL 150.6ASSALD)

Figueroa, Richard. A. *Best Practices in the Assessment of Bilingual Children*. Located in: A. Thomas and J. Grimes (Eds.), Best Practices in School Psychology—II, 1990, pp. 93–106. Available from: National Association of School Psychologists, 4340 East-West Highway, Suite 402, Bethesda, Maryland 20814. Phone (301) 657-0270.

Internet Web site: www.naspweb.org/; NASP8455@aol.com

Figueroa describes the challenges facing school psychologists and other educators in assessing the skills of English language learners. The article focuses on test bias and other cultural factors. Figueroa discusses the pros and cons of various test accommodations. He concludes that some might lead to more valid results, but some are more problematic. For instance, translations may be effective in many cases, but only if they are high quality and are administered very carefully.

(AL 351.6BESPRA)

Florey, Janice and Nancy Tafoya. *Identifying Gifted and Talented American Indian Students: An Overview*. Located in: ERIC Clearinghouse on Assessment and Evaluation Digest, March 1998. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED296810)

Internet Web site: ericae.net/db/edo/ED296810.htm

The authors' premise is that gifted and talented youngsters exist within any racial group or cultural setting, but current processes and instruments for identifying gifted American Indians are little suited to the task. Giftedness is often defined by tests, which reflect Euro-American middle-class standards, with virtually no attention to expectations and values of American Indian culture. Identification of gifted and talented Indians can be achieved if educators define a broader perspective than that currently used. To do this, educators must (1) assess verbal and nonverbal responses; (2) provide adequate time for students to answer; (3) develop questioning procedures to elicit multiple responses and

give credit for such responses; (4) assess a wide range of abilities; and (5) use multiple measures rather than one specific measure for making decisions.

(AL 350.6IDEGIT)

Freeman, Yvonne S. and David E. Freeman. *Teaching Reading and Writing in Spanish in the Bilingual Classroom*, 1997. Available from: Heinemann, 361 Hanover Street, Portsmouth, New Hampshire 03801-3912. Phone (603) 431-7894.

Internet Web site: www.heinemann.com

In this book, Freeman and Freeman have produced a perfect guidebook for Spanish language arts teachers. They base their ideas in literacy research and provide a thoughtful presentation of both the benefits of bilingual instruction and the best way to instruct Spanish-speaking students in their primary language in the areas of reading and writing. They outline traditional and more alternative instructional methods. They include student samples to illustrate their points. They also describe some of the language acquisition differences between Spanish and English for young readers and writers.

(AL 354.5TEAREW)

Gándara, Patricia. *Measurement Issues and the Problem of Closing the Gap*. Located in: Review of the Research on Instruction of Limited English Proficient Students: A Report to the California Legislature, Chapter V, 1997. Available from: Linguistic Minority Research Institute, Building 528, Room 4722, University of California, Santa Barbara, California 93106-3220. Phone (805) 893-2683; fax (805) 893-8673; e-mail: juanh@lmrinet.ucsb.edu

Internet Web site: www.lmrinet.ucsb.edu/lepexecsum/execsum5.htm

This short paper provides justification for use of alternative assessments with English language learners. The paper argues that if the objective of testing is to know what students can do, one should set a high standard of performance and measure whether students meet the standard (criterion-referenced assessment) rather than to describe student performance relative to each other (norm-referenced assessment). Such a system makes it theoretically possible for all students to perform at desired levels.

(AL 351.6MEAISP)

García, Eugene E. ***Effective Schooling for Language Minority Students.*** **Located in: NCBE Occasional Papers in Bilingual Education, No. 1, Winter 1987/1988. Available from: National Clearinghouse for Bilingual Education, 11501 Georgia Avenue, Wheaton, Maryland 20902. Phone (800) 647-0123 or (301) 933-9448. (ERIC No. ED296582)**

García describes the characteristics of effective schools in general. The factors in his definition of success include academic ability, oral-language development, and literacy development. Then he lists the needs of English language learners and the instructional implications schools must consider in order to meet those needs. Finally, he describes the components of programs that are successful with English language learners, citing projects in specific schools and districts and including strategies for replication.

(AL 351.6EFFSCL)

Genesee, Fred. ***Learning Through Two Languages: Studies of Immersion and Bilingual Education*****, 1987. Available from: Newbury House Publishers, Cambridge, Massachussetts. (Currently out of print.)**

Genesee examines the research on language immersion programs. He defines immersion as "a form of bilingual education in which students who speak the language of the majority of the population receive part of their instruction through the medium of a second language and part through their first language." He uses French immersion programs in Canada as the basis for his work. He describes the programs carefully through an analysis of a variety of research studies as well as through a case study approach. Finally, he concludes that under the right conditions, immersion programs do help students successfully learn a second language.

(NOT AVAILABLE FROM NWREL. CHECK YOUR LOCAL LIBRARIES)

Gómez, Emily Lynch. ***Portfolio Assessment and English Language Learners: An Annotated Bibliography,*** **1998. Available from: LAB, 222 Richmond Street, Suite 300, Providence, Rhode Island 02903-4226. Phone (401) 274-9548 or (800) 521-9550; fax (401) 421-7650; e-mail: lab@brown.edu**

Internet Web site: www.lab.brown.edu/public/pubs/bibls/index.shtml

This bibliography intended for policymakers, state and district level administrators, and teachers provides a representative sampling of resources on using portfolio assessment with English language learners. Entries include: publications, videotapes, and online documents. Topics include theory, research, and/or practical applications of portfolio assessment. In addition, materials on performance and portfolio assessment for large-scale state and district purposes are included. The last section in the bibliography focuses

on portfolio assessment use in the classroom. Annotations summarize the content, major findings, and issues discussed in each work.

(AL 351.1PORASE)

Gomez, Leo, Richard Parker, Rafael Lara-Alecio, and others. *Naturalistic Language Assessment of LEP Students in Classroom Interactions.* Located in: Bilingual Research Journal 20, Winter 1996, pp. 69–92.

This article describes the development of an instrument designed to assess the language competence of second language learners by observing natural interactions in transitional bilingual classrooms. A pilot study of 24 bilingual fifth-graders in a summer math program provided data for examining the instrument's reliability and validity.

(AL 351.6NATLAA)

Gonzalez, Virginia, Rita Brusca-Vega, and Thomas Yawkey. *Assessment and Instruction of Culturally and Linguistically Diverse Students With or At-Risk of Learning Problems: From Research to Practice*, 1997. Available from: Allyn & Bacon, 160 Gould Street, Needham Heights, Massachusetts 02194.

This book is written for teachers of culturally and linguistically diverse (CLD) special education students. The information includes material on (1) understanding the interrelationship between language, culture, and disability in U.S. society and schools; (2) the legal aspects of bilingual and special education; (3) separating mild disabilities from cultural and linguistic difference; (4) how to link assessment with instruction for CLD students; (5) how to instruct CLD students; (6) how to work with CLD families; (7) how to organize and deliver supportive services to CLD students; and (8) what the future holds for bilingual special education.

(AL 353.6ASSINC)

Gonzalez, Virginia, Patricia Bauerle, and Ellen Clark. *Identifying Gifted Bilingual Hispanic Kindergartners with Alternative Sociocultural Dual Language Assessments.* Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED395457)

This paper was presented at the Annual Meeting of the American Educational Research Association, New York, New York, April 1995. Two case studies are presented to highlight the importance of identifying giftedness in children who are monolingual Spanish or bilingual Spanish dominant with low English proficiency. The discussion helps to shed new light on the association between bilingualism and cognitive development and giftedness in young children. The term *voces* refers to the minority community view of cultural aspects of social and emotional dimensions of giftedness. Findings revealed (1) alternative assessments can capture nonverbal and verbal giftedness

in minority children's culture and language; (2) low social-economic minority children from nurturing families who provide cultural enrichment can develop emotional, cultural, and linguistic giftedness; and (3) when parents represent the minority voces and teachers portray the mainstream voices, the result is complementary visions of giftedness that enrich language minority children's assessment.

(AL 353.6IDEGIB)

Gonzalez, Virginia, Patricia Bauerle, and María Félix Holt. *A Qualitative Assessment Method for Accurately Diagnosing Bilingual Gifted Children*, 1994. Located in: National Association for Bilingual Education (NABE) Annual Conference Journal, NABE 1992–1993. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED372644)

A qualitative method for assessing the cognitive and linguistic development of bilingual children is presented, and its underlying model is discussed. The model views language learning as a concept formation process in three domains: cognitive, cultural, and linguistic. This method has been found useful in accurately differentiating genuine handicapping conditions, disabilities, giftedness, and normal second language learning. Two major methodological needs in assessment and identification of language-minority, low-income, gifted children are discussed: (1) development of psycholinguistic models including culture, cognition, and language; and (2) control of external factors influencing language and cognitive development. Application of this qualitative assessment method is illustrated in a case study that include a home language survey, parent and teacher ratings of the child's language proficiencies and talents in school and home environments, and standardized language and nonverbal intelligence tests. Dilemmas evaluators face in assessing bilingual children are discussed in light of myths and misconceptions.

(AL 353.6QUAASM)

Goodman, Kenneth, Yetta Goodman, and Barbará Flores. *Reading in the Bilingual Classroom: Literacy and Biliteracy*, 1979. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (202) 467-4283. (ERIC No. ED181725)

Internet Web site: www.ncbe.gwe.edu

This book covers the historical programmatic approaches to biliteracy in the United States and other countries. Reading is their main focus. The authors stress that different circumstances, demographics, and cultural and economic situations may require different programs. They focus on the options of maintenance, transitional, and English as a

second language programs, exploring the pros and cons of each as well as the implications for classroom teaching methodologies.

(AL 351.6REABIC)

Goodwin, A. Lin (Ed.). *Assessment for Equity and Inclusion*, 1997. Available from: Routledge, 29 West 35th Street, New York, New York 10001.

This collection of articles describes alternative forms of assessment. The different essays from research and directly from teachers' classrooms highlight the need for a more effective means of finding out what students know and are able to do than mere test scores from standardized tests are able to provide. Various articles address the history of alternative assessment, how assessment is taught to new teachers, the linguistic and cultural implications of assessment, and possibilities for the future. In one article entitled *Toward an Education of Consequence: Connecting Assessment, Teaching, and Learning*, by Vito Perrone, he effectively demonstrates the importance of thoughtful assessment to all other aspects of learning.

(AL 351.6ASSEQI)

Hakuta, Kenji. *What Legitimate Inferences Can Be Made From the 1999 Release of SAT-9 Scores with Respect to the Impact of Proposition 227 on the Performance of LEP Students?* July 1999. Available from author at: Stanford University, Palo Alto, California. Phone (650) 725-7454; e-mail: hakuta@leland.stanford.edu

Internet Web site: www.stanford.edu/~hakuta/SAT9/

Hakuta has devoted significant research to the impact of Proposition 227 on English language learners in California. Proposition 227 mandated all bilingual programs in the state be converted to 1-year programs of intensive English. In this report, his preliminary findings show that 1 year after the law went into effect scores went up for all students, not just for limited English proficient (LEP) students. Rises for LEP students occur in districts that never had bilingual education as well as those that have dismantled their programs. Therefore, he concludes Proposition 227 has probably not had the tremendous impact on test scores its proponents claim.

(AL 352.6WHALEI)

Hamp-Lyons, Liz (Ed.). *Scoring Procedures for ESL Contexts.* Located in: <u>Assessing Second Language Writing in Academic Contexts,</u> 1991, pp. 241–277. Available from: Ablex Publishing Corporation, 355 Chestnut Street, Norwood, New Jersey 07648.

This book focuses on the assessment of writing completed in English by English language learners. There are several potential problems that often make these types of

assessments invalid. First, in cases of subject area writing, students know the subject matter well but may be unable to express their ideas coherently in English. Second, cultural differences affect linguistic expression and can get in the way of teachers' or raters' understanding of the writing of English language learners. Suggestions are made for how educators can learn to avoid some of these problems while still giving their students sufficient opportunities to demonstrate their knowledge.

(AL 354.6SCOPRE)

Hargett, Gary R. *Assessment in ESL and Bilingual Education: A Hot Topics Paper*, 1998. Available from: the Northwest Regional Educational Laboratory, Document Reproduction Services, 101 SW Main Street, Suite 500, Portland, Oregon 97204. Phone (503) 275-9519; fax (503) 275-0458.

Internet Web site: www.nwrac.org/pub/hot/assessment.html

This paper is structured around the purposes of testing in bilingual education and English as a second language. Different instruments, including specific published tests, are listed and briefly described for language proficiency assessment, achievement testing, and assessment for special education. This paper offers a nontechnical discussion of why, when, and how to assess limited English proficient students. The information provided in this paper could provide program planners who are not yet familiar with assessing LEP children with standardized or criterion-referenced tests, a basis on how to do so.

(AL 351.6ASSESB)

Hopstock, Paul J. and Annette M. Zehler. *Recommendations on Student Outcome Variables for Limited English Proficient (LEP) Students.* Special Issues Analysis Center, Task Order D170 Report, May 1995. (ERIC No. ED389182)

Internet We site: www.ncbe.gwu.edu/miscpubs/siac/outcome/index.htm

This paper (prepared for the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) presents the results of a focus group on outcome variables for limited English proficient (LEP) students to identify the most pertinent student outcomes for schools serving LEP students. In addition, it provides detail concerning the measurement, administration, and analysis of those outcomes. The information was intended to assist OBEMLA in fulfilling its mission to provide national leadership in promoting equal access to high quality education for language minority populations. For example, some of the outcomes and suggestions for researchers and evaluators are: use multiple measures of outcomes if possible; attempt to separate the effects of content area knowledge and language proficiency on measures of academic achievement; and decide on appropriate academic achievement standards for LEP students.

(AL 352.6RECSTO)

Hopstock, Paul J. and Bonnie J. Bucaro. *A Review and Analysis of Estimates of the LEP Student Population*, 1993. Available from: Development Associates, Inc., Special Issues Analysis Center, 1730 North Lynn Street, Arlington, Virginia 22209. Phone (703) 276-0677; fax (703) 276-0432.

Internet Web site: www.ncbe.gwu.edu/miscpubs/siac/leppop.htm *or* www.devassoc1.com

Who are the limited English proficient (LEP) students in the United States, as identified by the U.S. Department of Education? This article includes various statistics for how many LEP students there are by state, by grade level, by language, by place of birth, by how long they have been in the United States, and other data. There is also a brief overview of state policies and practices regarding the types of assessments used to place students in different programs.

(AL 351.6REVANE)

Kopriva, Rebecca and Sharon Saez. *Guide to Scoring LEP Student Responses to Open-Ended Mathematics Items*, 1997. Available from: Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, D.C. 20001. Phone (202) 336-7006; e-mail: pubs@ccsso.org

Internet Web site: www.ccsso.org (select *publications* then title from menu)

This guide identifies indicators that can be used to help scorers learn how to score open-ended mathematics problems from English language learner students in large-scale or classroom settings. The guide is arranged in such a way that it can be adapted to local large-scale and classroom endeavors. Examples of student work are included in the guide.

(AL 355.6GUISCL)

Krashen, Stephen D. *Principles and Practices in Second Language Acquisition*, 1982. Available from: Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523.

Krashen has devoted his career to the study of English language learners. He is an expert on language acquisition, and in this work, he discusses his theories of how students learn language. He breaks second language acquisition theory into the acquisition-learning distinction, the natural order hypothesis, the Monitor hypothesis, and the input hypothesis. Most of his book is devoted to explaining and defending his research and theories, but Section V focuses on classroom applications of those theories. He describes various teaching methods, including all those most commonly found in U.S. schools. He suggests the best language instruction be "comprehensible, interesting and/or

relevant to the acquirer, not grammatically sequenced, and provided in sufficient quantity."

(AL 352.5PRIPRS)

Krashen, Stephen. *Why Bilingual Education?* Located in: ERIC Digest No. EDO-RC-96-8, 1997. Available from: ERIC Clearinghouse on Rural Education and Small Schools, P. O. Box 1348, Charleston, West Virginia 25325. (ERIC No. ED403101).

Krashen describes the benefits of bilingual education for students and outlines the components of high quality bilingual programs. These components should include English as a second language instruction, sheltered subject matter instruction, and first language instruction. Krashen believes programs with a combination approach are the most successful.

(AL 352.5WHYBIE)

Lachat, Mary Ann. *What Policymakers and School Administrators Need To Know About Assessment Reform and English Language Learners*, 1997. Available from: LAB, 222 Richmond Street, Suite 300, Providence, Rhode Island 02903-4226. Phone (401) 274-9548 or (800) 521-9550; fax (401) 421-7650; e-mail: lab@brown.edu

This paper was written to produce greater understanding of the significant issues that must be addressed to ensure inclusive and equitable assessment for linguistically and culturally diverse student populations. Its purpose is to translate the most important findings from the research literature into practical terminology, and to summarize the implications for policy and practice in ways that will be useful to state and local policymakers, superintendents, principals, school district personnel responsible for assessment, and bilingual, English as a second language, and Title I program directors.

(AL 351.6WHAPOS)

Lachat, Mary Ann and Marcella Spruce. *Assessment Reform, Equity and English Language Learners: An Annotated Bibliography*, 1998. Available from: LAB, 222 Richmond Street, Suite 300, Providence, Rhode Island 02903-4226. Phone (401) 274-9548 or (800) 521-9550; fax (401) 421-7650; e-mail: lab@brown.edu

Internet Web site: www.lab.brown.edu/public/pubs/bibls/index_ref.shtml

This bibliography provides a representative sampling of resources on assessment policies and their effects on the education of English language learners. Intended for a varied audience of policymakers, state and district level administrators, school administrators, and teachers, the bibliography describes publications that focus on the theory, research,

and/or practical applications of assessment as these topics relate to educational equity generally and to the education of English language learners specifically. The annotations summarize the content, major findings, or issues discussed in each work.

(AL 351.1ASSREE)

Law, Barbara and Mary Eckes. *Assessment and ESL: On the Yellow Big Road to the Withered of Oz*, 1995. Available from: Peguis, Winnipeg, Manitoba, Canada.

Law and Eckes view assessment as a broad range of activities rather than a single test. They want students to be assessed in the most authentic way possible. For example, they believe English language learners should be assessed on reading and writing ability in the classroom while they are performing normal reading and writing activities. Context is very important to student success. They give examples of how standardized tests designed for English speakers may include language or pictures that can be confusing for Spanish speakers.

(AL 351.6ASSESL)

Liu, Kristin, Martha Thurlow, Ronald Erickson, and others. *A Review of the Literature on Students with Limited English Proficiency and Assessment.* Located in: Minnesota Report No. 11, August 1997. Available from: University of Minnesota, National Center on Educational Outcomes, 350 Elliott Hall, 75 East River Road, Minneapolis, Minnesota 55455. Phone (612) 624-8561; fax (612) 624-0879.

Internet Web site: www.coled.umn.edu/nceo/OnlinePubs/MnReport11.html

This guide lists the reasons why many tests may not provide an accurate measurement of the skills of English language learner students. It discusses test bias, possible testing modifications, issues surrounding graduation testing, and problems with translations.

(AL 351.6REVLIS)

Macías, Reynaldo and Candace Kelly. *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1994–1995*, December 1996. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu

Internet Web site: www.ncbe.gwu.edu/ncbepubs/seareports/94-95/

This report summarizes the information submitted to the U.S. Department of Education, Office for Bilingual Education and Minority Language Affairs (OBEMLA) by State Educational Agencies (SEAs) in the Survey of States' Limited English Proficient Students and Available Educational Programs and Services (SEA Survey) for the

1994–95 school year. The purpose of the annual SEA survey is to collect information on the number of limited English proficient (LEP) students in the various states and outlying territories and jurisdictions, and the educational services provided or available to them. Survey responses were received from 48 states (Virginia and West Virginia did not participate), the District of Columbia, American Samoa, Palau, Puerto Rico, and the Virgin Islands (Guam, Marshall Islands, Micronesia, and the Northern Marianas did not participate), for a total of 53 jurisdictions. Most states used tests and other assessment methods to identify LEP students. All but one of the SEAs indicated they used more than one method for identification. Fifty-two SEAs reported their local school districts used language proficiency tests in their identification procedures, while 48 used home language surveys, 41 used teacher observation, 40 used parent information, 36 used achievement tests and/or referrals, 35 used student records, and 32 used teacher interviews. The responding SEAs used an average of eight methods.

(AL 350.6SUMRES)

Marqués, Sarah. *La Lengua que Heredamos: Curso de Espanol para Bilingues* (3d ed.), 1996. Available from: John Wiley & Sons, 1 Wiley Drive, Somerset, New Jersey 08875-1272. Phone (732) 469-4400; fax (732) 302-2300.

Internet Web site: www.wiley.com

This Spanish textbook for native Spanish speakers is designed for those who may not read and write Spanish as well as they speak it. There are essays and short readings with comprehension questions, but the focus is on learning standard Spanish grammar and spelling. The author addresses the confusion many bilingual students experience between English and Spanish.

(AL 353.5LENHEC)

Martínez, Robert. *Assessment: A Development Guidebook for Teachers of English Language Learners*, 1998. Available from: Northwest Regional Educational Laboratory, Document Reproduction Services, 101 SW Main Street, Suite 500, Portland, Oregon 97204. Phone (503) 275-9519; fax (503) 275-0458.

This guidebook is intended for classroom teachers who want assistance developing performance-based assessments for English language learners (ELL). The guidebook provides guidelines when developing assessments to (1) determine whether a student may be an ELL; (2) measure native language proficiency and/or English language proficiency of an ELL; (3) determine initial instructional placement for an ELL in mathematics and/or reading; (4) measure the academic achievement of an ELL in mathematics and/or reading in the native language and/or the English language. The guidebook also provides

information on the development of databases to be used in monitoring student performance on the assessments administered.

(AL 351.6ASSDEG)

McKay, Sandra Lee and Sau-ling Cynthia Wong (Eds.). *New Immigrants in the United States: Readings for Second Language Educators*, 2000. Available from: Cambridge University Press, 110 Midland Avenue, Port Chester, New York 01573-4930. Phone (914) 937-9600 or (800) 872-7423; fax (914) 937-4712.

Internet Web site: www.cup.org

The many different immigrant groups in this country all face some similar issues, and some groups also face very different issues and challenges from each other. This new collection of articles is divided into three sections: (1) historical and contemporary overviews on English language learners in the United States; (2) new immigrants in the United States: history, language background, and community; and (3) investing in English language learners. The articles include general research on immigrant and bilingual communities as well as specific insights into the language needs of different immigrant groups. The ethnic and language groups addressed include Mexicans, Puerto Ricans, Cubans, Central Americans, Vietnamese, Hmong, Khmer, Laotian, Chinese, Koreans, Filipinos, Russians, and Asian Indians. This book provides an excellent survey of current issues.

(AL 353.6NEWIMU)

McLaughlin, Barry, Antoinette Gesi Blanchard, and Yuka Osanai. *Assessing Language Development in Bilingual Preschool Children*. Located in: NCBE Program Information Guide Series 22, Summer 1995. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200,Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu (ERIC No. ED388088)

Internet Web site: www.ncbe.gwu.edu/ncbepubs/pigs/pig22.htm

This document provides a detailed procedure for assessing bilingual preschool children's language development. The California Early Language Development Process has six steps: (1) making a plan, (2) collecting information, (3) assembling the portfolio, (4) writing a narrative summary, (5) meeting with family and staff, and (6) developing curriculum. While this process is encouraged for preschool children, it may be used for children at all age levels.

(AL 350.6ASSLAD)

McLean, Zina. *History of Bilingual Assessment and Its Impact on Best Practices Used Today*. Located in: New York State Association for Bilingual Education Journal 10, Summer 1995, pp. 6–12.

Internet Web site: www.ncbe.gwu.edu/miscpubs/nysabe/vol10/nysabe102.htm

This article reviews the history of bilingual assessment from the 1920s to the present. The authors conclude that traditional standardized tests may inadequately measure an English language learner's cognitive ability, thus over-identifying English language learner students for special education services. Federal and state laws that protect culturally and linguistically diverse students are discussed. Standard procedures used for assessing culturally and linguistically diverse students are presented.

(AL 351.6HISBIA)

McLeod, Beverly. *School Reform and Student Diversity: Exemplary Schooling for Language Minority Students*. NCBE Resource Collection Series No. 4, February 1996. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu (ERIC No. ED392268)

Internet Web site: www.ncbe.gwu.edu/ncbepubs/resource/schref.htm

Researchers conducted a nationwide search for schools that have successfully met the challenge of educating limited English proficient students and other language minority students to high standards. This paper presents those qualities existing within those exemplary schools. One of the major policy recommendations to emerge from this study is that schools provided with assistance in implementing performance-based assessments that are systematically aligned with content standards and language development goals for LEP students, including outcome assessments in students' native languages.

(AL 350.6SCHREE)

Messerklinger, Josef. *Evaluating Oral Ability*. Located in: The Language Teacher: Journal of the Japan Association for Language Teaching 21, September 1997.

Internet Web site: langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/sep/oraleval.html

Although paper tests are quicker and easier to administer than oral tests, which are admittedly difficult with large classes, it seems best to test speaking by asking students to speak. Many tasks can be used to get students to produce language for testing, such as making impromptu speeches, interviews, role play, discussion, and picture elicitation. Students can either be assessed while they speak or tape recorded for later evaluation.

This paper presents the use of a specific rubric one can implement in the foregoing situations.

(AL 351.6EVAORA)

Minicucci, Catherine and Laurie Olsen. *Gaining Access to the Core Curriculum in Intermediate Schools: A California Study*, 1992. Located in: the Proceedings of the Third National Research Symposium on Limited English Proficient Student Issues: Focus on Middle and High School Issues, September 1993. Also available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu

Internet Web site: www.ncbe.gwu.edu/ncbepubs/symposia/third/proceedings.htm

This paper describes the results of a study of exemplary limited English proficient programs in grades 7–12 and extends the analysis of bilingual middle schools as a means of providing access to core content in science, math, and social studies to language minority youth. Major findings discussed include (1) providing core curriculum in the students' primary language; (2) developing a schoolwide vision for the LEP program; (3) hiring bilingual teachers with expertise in second language learning and fluency in the primary language; and (4) providing staff members with whom parents can communicate.

(AL 350.6GAIACC)

Moya, Sharon S. and J. Michael O'Malley. *Portfolio Assessment Model for ESL*. Located in: the Journal of Educational Issues of Language Minority Students 13, Spring 1994, pp. 13–36.

Internet Web site: www.ncbe.gwu.edu/miscpubs/jeilms/vol13/portfo13.htm

In this paper, the authors (1) define portfolio assessment and describe characteristics of an exemplary portfolio procedure, (2) provide a rationale for using portfolio assessment for monitoring the language development of elementary and secondary LEP students, and (3) describe a model that can be used in planning language-related portfolio assessment.

(AL 351.6PORASM)

National Center for Bilingual Education. *Annual Surveys of the States' Limited English Proficient Students and Available Educational Programs and Services, 1990–1998*, 2000. Available from: National Clearinghouse for Bilingual Education, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu

Internet Web site: www.ncbe.gwu.edu/ncbepubs/seareports/9996-97/index.htm

This summary provides fairly recent statistics on the number of limited English proficient students in different states. It also describes various existing programs for limited English proficient students, as mandated by Title VII of the Improving America's Schools Act.

(AL 353.6ANNSUS)

National Clearinghouse for Bilingual Education. *High Stakes Assessment: A Research Agenda for English Language Learners Symposium Summary*, October 1997. Available from: National Clearinghouse for Bilingual Education, The George Washington University, 2011 I Street NW, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu

Internet Web site: www.ncbe.gwu.edu/ncbepubs/reports/highstakes.htm

Establishing a research agenda for the high stakes assessment of English language learners poses many challenges. This document, produced by a symposium convened to discuss such challenges, may be used as a basis for designing research plans.

(AL 351.6HIGSTA)

National Study of School Evaluation. *Technology: Indicators of Quality Information Technology Systems in K–12 Schools*, 1996. Available from: National Study of School Evaluation, 1699 East Woodfield Road, Suite 406, Schaumbert, Illinois 60173. Phone (800) 843-6773 or (847) 995-9088; fax (847) 995-9088.

This publication provides examples of performance-based assessments of students' ability to apply technology as a tool. The examples include assessment tasks that students should successfully complete by the end of elementary school, middle school, and high school. The assessment tasks require hands-on use of a computer.

(AL 960.3TECINQ)

Navarrete, Cecilia and Cyndee Gustke. *A Guide to Performance Assessment for Linguistically Diverse Students*, 1996.

Internet Web site: www.ncbe.gwu.edu/miscpubs/eacwest/perform.htm

This guide was originally written for the Evaluation Assistance Center West, formerly at New Mexico Highlands University. This handbook discusses the design and use of performance assessments and their use with linguistically diverse students. General cautions in designing "performance assessments" unique to linguistically diverse students are also provided. The authors present a review of the literature on six elements the authors believe are fundamental to creating a sound performance assessment. The last section of the handbook includes approaches for presenting performance assessment data in a meaningful and useful manner, including strategies for displaying student results

over time and ideas for summarizing results from multiple assessments. A *Rating Form for Reviewing Performance Assessment* is included in the appendix. This form is based on the six essential elements presented in the handbook and is designed to guide the user in critiquing or developing performance assessments that are inclusive of linguistically diverse students.

(AL 351.6GUIPEA)

Navarrete, Cecilia, Judith Wilde, Chris Nelson, and others. *Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs.* Located in: NCBE Program Information Guide Series, No. 3, Summer 1990. Available from: National Clearinghouse for Bilingual Education, The George Washington University, 2011 I Street, Suite 200, Washington, D.C. 20006. Phone (202) 467-0867; fax (800) 531-9347; e-mail: askncbe@ncbe.gwu.edu (ERIC No. ED337041)

Internet Web site: www.ncbe.gwu.edu/ncbepubs/pigs/pig3.htm

The purpose of this guide is to review some of the problems associated with standardized testing, describe alternative assessment approaches, and discuss how these approaches might be employed by bilingual educators to supplement the use of standardized tests.

(AL 351.6INFASE)

Nieto, Sonia. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, 1996 (2d ed.). Available from: Addison Wesley/Longman, One Jacob Way, Reading, Massachusetts. Phone (800) 322-1379.

Internet Web site: www.awl.com

Nieto employs a case study, student-focused approach to analyzing the issues of bilingualism and multiculturalism. Each chapter focuses on different issues faced by students of different ethnicities and backgrounds in U.S. schools. There are summaries of student experiences, first person accounts from the students, and ties to broader issues that affect many students.

(AL 353.6SOCCOM)

Northwest Regional Educational Laboratory. *Bilingual/ESL Program Planning: Trainer's Materials,* 1999. Available from: Comprehensive Center, Northwest Regional Educational Laboratory, 101 SW Main Street, Portland, Oregon 97204. Phone: (800) 547-6339 or (503) 275-9582; fax (503) 275-0450.

Internet Web site: www.nwrel.org

This comprehensive guidebook is a wonderful resource for schools and districts planning their bilingual and English as a second language programs. It is designed for trainers and professional developers but can also easily be used by school staffs and individuals. Sections include several key articles on bilingual research, frequently asked questions about bilingual programs, key planning questions for educators setting up programs, a copy of the relevant laws and regulations regarding bilingual education, and lists of additional resources.

(AL 352-6BILESP)

Ochoa, Salvador, Aitza Galarza, and Doreen Gonzalez. *An Investigation of School Psychologists' Assessment Practices of Language Proficiency With Bilingual and Limited-English-Proficient Students*. Located in: Diagnostique 21 Summer 1996, pp. 17–36.

This study identified school psychologists' language proficiency assessment practices with bilingual and/or limited English proficient students. The sample consisted of 859 school psychologists who had prior experience conducting bilingual psychoeducational evaluations. The results of the survey indicated 62 percent of school psychologists usually conduct their own language proficiency assessment, while 38 percent primarily use other district or outside sources in this area. This study reveals improvement is needed on two fronts: school psychologists must expand (1) their assessment focus beyond the domains of intelligence, achievement, and adaptive behavior; and (2) include language. School psychology programs must be able to provide training in this area.

(AL 354.6INVSCP)

Office of Bilingual Education and Minority Languages Affairs. *How Title I and Title VII Can Work Together to Improve the Performance of Limited English Proficient Students*, March 1995.

Internet Web site: www.ncbe.gwu.edu/askncbe/faqs/t1t7.htm

This report was prepared by National Clearinghouse for Bilingual Education by information analysts in response to *Frequently Asked Questions* directed to the Clearinghouse. This paper discusses how, under the Improving America's Schools Act of 1994, limited English proficient students are eligible for Title I services and Title VII programs must be coordinated with Title I state plans.

(AL 350.6HOWTII)

Olson, John F. and Arnold A Goldstein. *The Inclusion of Students With Disabilities and Limited English Proficient Students in Large-Scale Assessments: A Summary of Recent Progress*, July 1997. Located in: NCES Research and Development Report 97-482. Available from: Education Publications Center, P.O. Box 1398, Jessup, Maryland 20794-1398. Phone (877) 433-7827; fax (301) 470-1244; e-mail: EdPubs@inet.ed.gov (ERIC No. ED410698)

Internet Web site: nces.ed.gov/pubs97/97482.html

The authors describe many recent efforts at the national, state, and local levels to increase the participation of students with disabilities and limited English proficient students in large-scale assessments, including the efforts and progress made by NAEP. The report also serves as a compendium of approaches to inclusion, an introduction to current developments in increasing the participation of students with special needs, and a resource for continued examination of the topic.

(AL 300.6INCSTD)

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners*, 1996. Available from: Addison-Wesley Publishing, Inc., Jacob Way, Reading, Massachusetts 01867. Phone (781) 944-3700; fax (617) 944-9338.

This book provides strategies for implementing authentic assessment in the classroom and the school as a whole. Discussion on procedures for ensuring reliability and validity is provided when utilizing authentic assessment. Steps on integrating authentic assessment with content and performance standards are also provided.

(AL 350.6AUTASE)

O'Malley, J. Michael and Lorraine Valdez Pierce. *State Assessment Policies, Practices, and Language Minority Students.* Located in: Educational Assessment, 2(3), 1994, pp. 213–255. Available from: Prince William County Schools, Office of Assessment and Evaluation, P. O. Box 389, Manassas, Virginia 22110-0389. Phone (703) 731-7200.

Internet Web site: www.pwcs.edu/

O'Malley and Pierce provide an overview of different state requirements with regard to their English language learner populations. Included are home language surveys, placement tests, and achievement tests. In addition, the article describes the frequency that state guidelines are set and the frequency that districts follow the guidelines. The authors found procedures are not clear in many of the states and information is often incomplete.

(AL 353.5STAASP)

Ovando, Carlos J. and Virginia P Collier. *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts,* 1985. Available from: McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020. Phone (800) 352-3566 or (212) 512-4100; fax (212) 512-4105.

Internet Web site: www.mcgraw-hill.com/books.html

Ovando and Collier focus their book on the classroom needs of English language learners. They discuss profiles of the students, including how language and culture intersect with educational attainment. They examine policies and resources for instructing English language learners, and they delve into detail about appropriate instructional methodologies and assessment methods for different subject areas, including social studies, music, art, math, and science. Finally, they discuss the ways in which communities and schools influence each other and make recommendations for including the parents of English language learners as full partners in their children's education. A second edition was published in 1998.

(AL 350.5BILESC)

Porter, Don. *Dimensions in the Diversity of Language: A Language Testing Perspective.* Located in: The Language Teacher: Journal of the Japan Association for Language Teaching 21, October 1997.

Internet Web site: langue.hyper.chubu.ac.jp/jalt/pub/tlt/97/oct/porter.html

This paper considers how assessment methods can influence English language learner student performance in interview tests; mutual acquaintanceship of participants in pair-tasks; and address age in letter-writing tasks. The author reviews the impact of the gender of the test giver. The intention of the discussion is less to focus on the specific features involved, and more to consider the issues that can arise when attempting to build *real-life* features into the test design. The author concludes that incorporating a degree of naturalness into test tasks is both desirable and feasible.

(AL 400.6DIMDIL)

Rangel, Richard and Bill Bansberg. *Snapshot Assessment System; An Informal Tool for Classroom Teachers for Migrant, Language-Minority, and Mobile Students, Grades 1–3—User's Manual,* 1997; and *Snapshot Assessment System; An Informal Tool for Classroom Teachers for Migrant, Language-Minority, and Mobile Students, Intermediate Level: Grades 4–6—User's Manual,* 1998. Available from: ASCD, 1250 N. Pitt Street, Alexandria, Virginia 22314. Phone (800) 933-2723; fax (703) 299-8631.

Internet Web site: www.ascd.org

For information on Snapshot Assessment System workshops, contact the Mid-continent Research Education and Learning, 2550 South Parker Road, Suite 500, Aurora, Colorado 80014. Phone (303) 337-0990; fax (303) 337 3005; e-mail: info@mcrel.org

The Snapshot Assessment System is a rapid initial assessment consisting of performance tasks mapped to national academic content standards and benchmarks designed to indicate the student's knowledge and skill levels. This classroom assessment tool offers teachers a method to quickly identify the academic needs of non-English-speaking and Spanish-speaking students. The object of this Snapshot System is to place students instructionally in math, science, and language arts. The instruments needed to conduct the assessment, and technical information on the assessment, are provided.

(AL 350.3SNAASSA) (GRADES 1–3) (AL 350.3SNAASSB) (GRADES 4–6)

Regional Educational Laboratories. *Making Assessment Work for Everyone: How to Build on Student Strengths*, 2000. Available from: WestEd, 730 Harrison Street, San Francisco, California 94107. Phone (415) 615-3144; fax (415) 512-2024; e-mail: tross@wested.org

Internet Web site: www.fwl.org

Culture and language often have a dramatic impact on how students perform in school. Students with different backgrounds frequently have different approaches to learning that teachers do not always recognize or understand. This affects assessment. *Making Assessment Work for Everyone* examines the issues surrounding culture, language, and assessment. Gender issues are also addressed. There are many how-to suggestions for making classroom assessment experiences equitable for all students as well as professional development activities and lists of resources.

(AL 150.6MAKASW)

Rudner, Lawrence and Carol Boston. *What Should Parents Know About Performance Assessment.* Based on their article: *Performance Assessment*, in The ERIC REVIEW 3, Winter 1994. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED369389)

Performance assessment is one alternative to traditional methods of testing student achievement. While traditional testing requires students to answer questions correctly (often on a multiple-choice test), performance assessment, according to the authors, requires students to demonstrate knowledge and skills, including the process by which they solve problems. Performance assessments can measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation. Performance assessments are necessary when determining if students are achieving the higher standards set by states

for all students. This brochure explains features of performance assessment, suggests ways to evaluate it, and offers exploratory questions a parent might ask a child's teacher about this subject.

(AL 150.6WHASHP)

Russell, Michael and Walt Haney. *Testing Writing on Computers: An Experiment Comparing Student Performance on Tests Conducted via Computer and via Paper-and-Pencil.* Located in: Education Policy Analysis Archives 5, January 1997. Also available as: *Testing Writing on Computers: Results of a Pilot Study to Compare Student Writing Test Performance via Computer or via Paper-and-Pencil.* (ERIC No. ED405359)

Internet Web site: olam.ed.asu.edu/epaa/v5n3.html

This article presents the findings of a small study examining the effect that mode of administration—computer versus paper-and-pencil—has on middle school students' performance on multiple-choice and open-ended test questions. The three kinds of assessments performed were (1) an open-ended assessment (included writing, science, math, and reading items); (2) multiple-choice NAEP items (included language arts, science, and math); and (3) a performance writing assessment. Findings show, though multiple-choice test results do not differ much by mode of administration, for students accustomed to writing on computer, responses written on computer are substantially higher than those written by hand and relative success rates are 67 percent versus 30 percent. Implications are discussed in terms of both future research and test validity.

(AL 470.6TESWRC)

Scruggs, Thomas E. and Margo Mastropieri. *Assessment of Students With Learning Disabilities: Current Issues and Future Directions.* Located in: Diagnostique 20, 1994–1995, pp. 17–31.

Current issues in the assessment of students with learning disabilities are identified, including use of physiological and neuropsychological measures, discrepancy criteria, curriculum-based measurement, dynamic assessment, performance and portfolio assessment, and assessment of learning disabilities in bilingual and multicultural contexts.

(AL 310.6ASSSTL)

Short, Deborah J. *Assessing Integrated Language and Content Instruction.* Located in: TESOL Quarterly 27, Winter 1993.

Internet Web site: www.ncbe.gwu.edu/miscpubs/tesol/tesolquarterly/assessin.htm

This paper offers a guide for matching assessment methods to learning outcomes for English language learner students. The first step is to decide what is to be assessed for a language minority student. The guide also distinguishes between individual and group work and considers student attitude toward content subjects. The alternative assessment strategies in the guide are briefly explained, noting some advantages and disadvantages.

(AL 150.6ASSINL)

Solano-Flores, Guillermo, Elise Trumbull, and Sharon Nelson-Barber. *Evaluation of a Model for the Concurrent Development of Two Language Versions (English and Spanish) of a Mathematics Assessment in a Bilingual Program*, 2000. Paper presented at: 2000 American Educational Research Association Meeting, New Orleans, Louisiana, April 2000. Available from authors: Willy Solano or Sharon Nelson-Barber at WestEd, 730 Harrison Street, San Francisco, California 94107. Phone (415) 565-3000; e-mail: wsolano@WestEd.org or snelson@WestEd.org

Many researchers believe the only way to have truly equitable assessment for English language learners is to develop and produce assessments specifically for them at the same time as English assessments are produced. Too often translations are completed at the last minute with fewer reviews and less attention to detail in comparison to the development process for assessments in English. The only way to remedy this is to give both languages and development processes equal time and attention.

(AL 351.6EVAMOC)

Solomon, Jeff and Nancy Rhodes. *Assessing Academic Language: Results of a Survey*. Located in: TESOL Journal 5, Summer 1996. See also: *Assessing Academic Language of English Language Learners Final Report.* (ERIC No. ED391375)

This article discusses the results of a survey conducted with 150 English as a second language educators located throughout the United States. The results show teachers have developed varied methods to assess academic language, even that of students who have very limited English skills. For example, teachers extensively used graphic-based means, various oral language strategies, and other tasks that are not completely dependent upon language to assess comprehension of academic language.

(AL 354.6ASSACL)

Solomon, Jeff and Nancy Rhodes. *Assessing Academic Language of English Language Learners. Final Report,* 1995. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED391375)

The authors report on alternative strategies for assessing the academic language of English language learners. First, the authors propose a conceptualization of academic

language, one focusing on the role of stylistic register in communicating about academic tasks. Next, results of a survey of 157 English as a second language educators concerning academic language and assessment are presented. Several alternative strategies for assessing academic language are considered; such as, physical demonstrations; pictorial products; K-W-L (Know-Want-Learn) charts; oral performances; portfolios; oral and written products; and teacher-made measures that complement alternative assessment. Implications of the project's findings for educators, educational practice, reform, and policy are discussed. Appendices contain the survey instruments, classroom data sheet, and the compiled data from all questionnaires.

(AL 354.3ASSACL)

Soto, Lourdes Diaz. *Understanding Bilingual/Bicultural Young Children.* Located in: Young Children, 46(2), January 1991, pp. 30–36. Available from: National Association for Education of Young Children, 1834 Connecticut Avenue NW, Washington, D.C. 20009-5786. (ERIC No. EJ426222)

Soto refutes the arguments of English-only proponents that bilingual education is something new that many generations of immigrants to the United States did not want or need. She cites a history of bilingualism in the United States, including sanctioned German language schools. She focuses on the importance of native language to family communication and self-esteem. Without native language, children often lose knowledge of their culture and identity.

(AL 353.5UNDBIB)

Stanford Working Group on Federal Education Programs for Limited-English Proficient Students. *A Blueprint for the Second Generation*, 1993. Available from: Kenji Hakuta, Chair, Stanford Working Group, CERAS Building, Stanford University, Stanford, California 94305. Phone (202) 544-2210; fax (415) 723-7578. Also available as: *Federal Education Programs for Limited-English-Proficient Students: A Blueprint for the Second Generation. Report of the Stanford Working Group.* (ERIC No. ED363095)

Internet Web site: www.ncbe.gwu.edu/miscpubs/blueprint.htm

This report presents the findings of a wide group of educators who explored ways the federal government might improve school programs for students who are not yet proficient in English. Though diverse in their backgrounds, the group held a common view that efforts to reform education have often ignored the special needs of students limited in their English proficiency. The goal of the group was to incorporate the most recent thinking and research in educational reform into specific recommendations, on bilingual education and services to limited English proficient students for the reauthorization of the Elementary and Secondary Education Act.

(AL 350.6BLUSEG)

Stansfield, Charles W. ***Content Assessment in the Native Language.*** **Located in: ERIC Clearinghouse on Assessment and Evaluation Digest, September 1996. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED410227)**

Internet Web site: ericae.net/digests/tm9602.htm

To incorporate English language learners into the testing program, special accommodations can be made for those students who do not yet have an adequate command of English to take a test written in English. These accommodations can take a variety of forms. In this article some practical approaches to accommodating English language learners into a district- or state-mandated assessment program are described.

(AL 351.6CONASN)

Tannenbaum, Jo Ellen. ***Practical Ideas on Alternative Assessment for ESL Students.*** **Located in: ERIC Clearinghouse on Language and Linguistics Digest, May 1996. Available from: DynEDRS, Inc., 7420 Fullerton Road, Suite 100, Springfield, Virginia 22153-2852. Phone (800) 443-3742; fax (703) 440-1408; e-mail: service@edrs.com (ERIC No. ED395500)**

Internet Web site: www.cal.org/ericcll/digest/Tannen01.htm

Although challenging, alternative assessment holds great promise for English as a second language students. The ideas and models presented in this booklet are intended to be adaptable, practical, and realistic for teachers who are dedicated to creating meaningful and effective assessment experiences for ESL students.

(AL 351.6PRAIDA)

Thomas, Wayne P. and Virginia P. Collier. ***Language Minority Student Achievement and Program Effectiveness.*** **Located in: NABE News 19(6), 1996, pp. 33–35; and Bilingual/ESL Program Planning: Trainer's Materials, 1999. Available from: Comprehensive Center, Northwest Regional Educational Laboratory, 101 SW Main Street, Portland, Oregon 97204. Phone (800) 547-6339 or (503) 275-9480; fax (503) 275-9625; e-mail: NWRAC@nwrel.org**

Thomas and Collier discuss a model for English language learner success. They discuss the interrelatedness of language development, cognitive development, academic development, and social and cultural processes. A student's success with each impacts the others, and programs must address all four components to effectively meet the needs of English language learners.

(AL 352.5LANMIS)

Thompson, Lynn E. ***Foreign Language Assessment in Grades K–8: An Annotated Bibliography of Assessment Instruments*****, 1997. Available from: Delta System, 1400 Miller Parkway, McHenry, Illinois 60050. Phone (800) 323-8270. (ERIC No. ED413768)**

This resource describes foreign language assessment instruments currently in use in elementary and middle schools across the country. Each entry includes information on availability, current users of the instrument, type of program in which the instrument is used, intended grade level, intended test publication date, cost, length, test materials, format, and scoring method. This book also provides resources related to foreign language assessment, including books, articles, Internet resources, and guidelines; and resources from Australia.

(AL 840.1FORLAA)

U.S. Department of Education. ***Standards, Assessments, and Accountability*****, 1997. Available from: the U. S. Department of Education, Office of Elementary and Secondary Education, Portals Building, 600 Independence Avenue SW, Washington, D.C. 20202. Phone (202) 401-0113; fax (202) 205-0303; e-mail: oese@ed.gov**

Internet Web site: www.ed.gov/offices/OESE/StandardsAssessment/overview.html

This document provides guidance on the major provisions of Title I of the ESEA. For each section, the statute and regulations are given first, followed by discussion, questions and answers, and examples to clarify or illustrate the provisions. The sections include: (1) challenging content and performance standards; (2) high-quality assessments; (3) adequate yearly progress; (4) transitional assessments; and (5) accountability and improvement.

(AL 150.5STAASA)

U.S. Department of Education. ***What Are Promising Ways to Assess Student Learning?*** **Located in: Improving America's School: A Newsletter on Issues in School Reform, Spring 1996. Available from: U.S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202-0498. Phone (800)-USA-LEARN.**

Internet Web site: www.ed.gov/pubs/IASA/newsletters/assess/pt3.html

This newsletter discusses the definition of performance-based assessment used by the Office of Technology Assessment—testing methods that require students to create an answer or product that demonstrates knowledge or skills.

(AL 150.6WHAPRW)

Valdés, Guadalupe and Richard A. Figueroa. *Bilingualism and Testing: A Special Case of Bias*, 1994. Available from: Ablex Publishing Corporation, 355 Chestnut Street, Norwood, New Jersey 07648. (ERIC No. ED383201)

This book examines issues in the testing of bilingual individuals, particularly in the context of poor results attained on standardized tests by bilingual children. Topics include:

- Examination of definitions and classification of bilingualism, citing some evidence of confusion in use of terminology.
- Research that has explored the relationship between bilinguals and cognitive complexity.
- Four types of testing—intelligence, achievement, personality, and vocational.
- Diagnostic testing, especially with regard to special education.
- Three options for testing bilinguals: how to minimize the potential harm of existing standardized tests with circumstantial bilinguals; temporary abolishment of standardized test use; and development of alternative approaches to testing and assessment.
- Issues in assessment of competency.
- The book contains a substantial bibliography, author index, and subject index.

(AL 351.6BILTES)

Valdés, G., A. G. Lozano, and R. García-Moya (Eds.). *Teaching Spanish to the Hispanic Bilingual: Issues, Aims, and Methods*, 1981. Available from: Teachers College Press, New York, New York. (Currently out of print.)

There are differences between teaching Spanish as a native language, Spanish as a second language, and standard Spanish as a dialect. The authors here focus on the wide variety of Spanish dialects and argue for recognizing and respecting the different dialects. In addition, particular attention is given to the errors students make when they confuse Spanish and English or when they grow up speaking Spanish but not reading and writing it. College students are the target audience.

(NOT AVAILABLE FROM NWREL. CHECK YOUR LOCAL LIBRARIES.)

Valencia, Richard R. (Ed.). *Chicano School Failure and Success: Research and Policy Agendas for the 1990s*. Located in: The Stanford Series on Education and Public Policy, 1991. Available from: Falmer Press Order Department, 47 Runway Road, Levittown, Pennsylvania 19057. Phone (800) 821-8312; fax (215) 269-0400.

Internet Web site: www.tandfdc.com/Falmer/Falmhome.htm

Chicano students persistently experience lower educational achievement in comparison to Whites and African Americans. Valencia gives a clear picture from research of why the educational attainment of Chicano students is lower than that of other students and what can be done to alter it. His book is divided into five sections: (1) current realities of the Chicano schooling experience; (2) language and classroom perspectives on Chicano achievement; (3) cultural and familial perspectives on Chicano achievement; (4) educational testing and special education issues vis-à-vis Chicano students; and (5) the big picture and Chicano school failure. The wide variety of articles deal with language acquisition, cultural issues, racism and segregation, and specific school programs. The section on the impact of educational testing on Chicanos is particularly relevant to assessment and English language learners.

(AL 352.3CHISCF)

Wilen, Diane K. and Carmen van Maanen Sweeting. *Assessment of Limited English Proficient Hispanic Students*, 1986. Located in: School Psychology Review, 15(1), 1986, pp. 59–75. Reprints available from: Diane K. Wilen, 5107 McKinley Street, Hollywood, Florida 33021.

Wilen and Sweeting address the testing of English language learner students for behavioral needs, noting the difficulties that are often present when students are adjusting to life in the United States. Sometimes it is hard to determine the cause of a child's behavior and the best course of treatment. The article also discusses the need to verify birthdays and family histories, as well as the consequences of using translators or interpreters in assessment.

(AL 351.6ASSLIE)

Zehler, Annette, Paul J. Hopstock, Howard L. Fleischman, and others. *An Examination of Assessment of Limited English Proficient Students*. Located in: Special Issues Analysis Center, Task Order D070 Report, March 1994. Available from: Special Issues Analysis Center, Development Associates, Inc., 1730 North Lynn Street, Arlington, Virginia 22209.

Internet Web site: www.ncbe.gwu.edu/miscpubs/siac/lepasses.htm

This report examines assessment instruments and practices and reviews issues related to assessment of LEP (limited English proficient) students. Three key issues presented by the authors are (1) inclusion of LEP students in assessment as part of effective and challenging instruction that promotes the development of high levels of achievement; (2) appropriate inclusion of LEP students within assessments that determine student placement or eligibility for services; and (3) inclusion of LEP students within assessments that examine accountability. The report presents examinations and comparisons of the most frequently used language proficiency tests and standardized academic achievement tests. Recent directions in assessment and the implications of

these newer efforts for LEP students are discussed. The final chapter presents conclusions and recommendations for the assessment of LEP students.

(AL 351.6EXAASL)

INTERNET WEB SITES

The English Language Institute at the University of Surrey, United Kingdom

The Resources in Language Testing Page

www.surrey.ac.uk/ELI/ltr2.html

The purpose of the Resources in Language Testing Page is to act as a reference guide to language testing-related resources on the Internet. This page provides links that have been collected to date; each is reviewed in the Language Tester's Guide to Cyberspace. Underneath the links is the Language Testing Database button leading to a searchable index of articles published in the journal.

National Capital Language Resource Center

Foreign Language Testing Database (1997). For information, contact Jennifer Delette, National Capital Language Resource Center, 2600 Virginia Avenue, Suite 105, Washington, D.C. 20037. Phone (202) 739-0607.

www.cal.org/cal/db/flt/flt-dir.htm

This database is a project of the National Capital Language Resource Center (NCLRC), located in Washington, D.C. It is a collaboration between Georgetown University, the Center for Applied Linguistics (CAL), and the George Washington University. Maintained by the Foreign Language Education and Testing Division at CAL, the database was originally begun in 1990 as a *Survey of Tests for Less Commonly Taught Languages*. During 1994–95, the NCLRC updated and expanded the survey to collect information on secondary- and college-level tests in all languages other than English. The database currently contains more than 200 tests in 60 languages. The NCLRC continues to develop and expand the database.

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST)

CRESST is affiliated with the Graduate School of Education and Information Studies at UCLA: Assessments. Samples.

www.cresst96.cse.ucla.edu/samples.htm

This Web site provides papers on research conducted on assessment including assessments for English language learners and performance assessments for history, science, and mathematics (10th Grade Geometry; 10th Grade Interdisciplinary; 10th Grade Photosynthesis; 8th Grade Civil War; 8th Grade Fractions; 8th Grade Matter; 5th

Grade European History; 5th Grade Gravity; and 5th Grade Probability). These publications are available in Acrobat PDF format.

The National Clearinghouse for Bilingual Education (NCBE)

NCBE: Assessment and Accountability

www.ncbe.gwu.edu/library/assess.htm

This Web site addresses assessment and accountability in the following areas: statewide assessment policies and practices; the use of alternative assessment methods, such as portfolios and authentic assessment; and the development and implementation of assessment in students' native languages. Discussions of equity issues and the development and implementation of assessment standards are also included.

Educational Resources Information Center Clearinghouse on Assessment and Evaluation

ERIC/Assessment and Evaluation: Test Collection

ericae.net/testcol.htm

This Web site, the ERIC/AE Test Locator, is a joint project of the ERIC Clearinghouse on Assessment & Evaluation at the Catholic University of America, the Library and Reference Services Division of the Educational Testing Service, the Buros Institute of Mental Measurements at the University of Nebraska in Lincoln, the Region III Comprehensive Center at GW University, and Pro-Ed test publishers. This site includes ETS/ERIC Test File; Test Review Locator; Buros/ERIC Test Publisher Locator; CEEE/ERIC Test Database (tests commonly used with limited English proficient students); Code of Fair Testing Practices; and Test Selection Tips.

ERIC National Clearinghouse for ESL Literacy Education

www.cal.org/ncle

This Web site answers frequently asked questions about adult ESL literacy and provides e-mail, newsletter, and other books and major adult ESL information.

ERIC: Assessment & Evaluation on the Internet: Search

ericae.net/nintbod.htm

The *Assessment & Evaluation on the Internet* Web site includes the following resources:

Action Research

Achievement Data

Alternative Assessment

College Testing Programs

Computer Assisted Assessment

Definitions

Demographic Data

Disabilities

Early Childhood Assessment

Elementary Secondary Education

Fairness in Testing Goals and Standards

Higher Education

Home Schooling

Institutional and Program Evaluation

International Educational Evaluation

Journals, Newsletters, and Reports [Online]

Language Assessment

Listservs

Math and Science Assessment

National Tests

Organizations (links only)

Outcomes-Based Education

Parents' Resources

Pedagogy in Educational Measurement

Personnel Evaluation

Professional Standards

Qualitative Research

Research Support

Resources for Internet

Searching Software

Resources Online Statistics

Test Descriptions

Test Preparation

Test Publishers

Test Reviews

Tests Online